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ABSTRACT

This annual report of the American Association of State Colleges and Universities (AASCU) presents statements from the leadership and papers on issues of prominent importance in the state higher education systems. Following a display of photographs of board of director members, brief greetings from the board's chair, Eugene M. Hughes, and the AASCU president, James B. Appleberry, are presented. There follows a message from the president on the prominence of education on the national agenda and the opportunities for AASCU during this time. Eleven short papers follow: (1) "Budgets Deflate, Tuitions Inflate"; (2) "A Head Start on Reauthorization"; (3) "Fostering Urban Renaissance"; (4) "Revitalizing Rural America"; (5) "Primed for Reform" (teacher education reform); (6) "Partners for Reform" (business, education collaboration); (7) "Ensuring Access and Opportunity"; (8) "Collaborating for Community Development"; (9) "Spreading the Net" (campus internationalization); (10) "Removing the Hurdles" (an AASCU partnership for military personnel: Servicemembers Opportunity Colleges) and (11) "Helping Institutions Find Funding." The balance of the document reports on a communication system newly installed at AASCU headquarters, financial status of the association, and association membership. (JB)

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Taking the Initiative on National Issues

A A S C U

Annual Report 1991

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American Association of State Colleges and Universities

Contents

Board of directors
2

Greetings from the chair
4

Greetings from the president
5

Presidential perspective
6

Budgets deflate, tuitions inflate
10

A head start on reauthorization
12

Fostering urban renaissance
15

Revitalizing rural America
17

Primed for reform
19

Partners for reform
22

Ensuring access and opportunity
23

Collaborating for community development
24

Spreading the net
25

Removing the hurdles
27

Helping institutions find funding
28

A gift of model communication
29

Financial report
30

Membership
32

Writers: Sam Snead, Gay Clyburn
Editors: Gay Clyburn, Joanne Erickson
Typesetter: Trudy James
Designer: Larry Smith
Printer: VMW Printing
Photographers: Portraits—Sam Kittner, other images—Sam Snead

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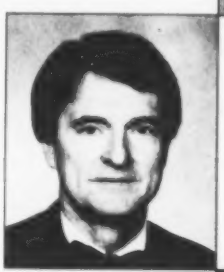

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Greetings from the chair

It's a rare day when the print or electronic media does not carry a story about some kind of crisis within the nation's education system, kindergarten through higher education. Stories range from criticisms of *falling* student test scores, inadequately prepared teachers and misguided athletic programs to the need for more "practical" course content and "politically correct" curricula.

It would seem that education bashing has become a national pastime.

Unfortunately, the highly visible and vocal critics of education often write or speak without having a solid basis for their attacks. What's more, some of them don't seem concerned about gathering information from authorities involved in education reform.

I can state unhesitatingly that AASCU has for many years been reviewing, planning and organizing to chart a new course in education. In fact, AASCU has taken the lead in many of the issues. That will become apparent when you review this year's annual meeting program or the work of the Presidents' Commission on Teacher Education. It's also apparent when you review the many other activities and issues in which AASCU members have been involved—intercollegiate athletics, assessment, accountability and multiculturalism, to name a few. Our AASCU president and staff members have participated vigorously in the discussions and debates about rising tuition and other educational costs, state and federal financing, accreditation and other issues. AASCU conferences and workshops have focused on adult education, expanding education to rural areas, urban issues, and partnership among higher education institutions and public schools, communities and the corporate and business world.

AASCU personnel have been directly engaged in revising the Higher Education Act of 1965, particularly through the involvement of presidents who have testified in the development of a Pell Grant formula that can be the cornerstone for financial aid programs to benefit students. We associated with AASCU are aware of such accomplishments.

Most recently, Jim Appleberry brought with him his campus experience and perspective to the AASCU presidency. This change of leadership is further evidence of the dynamic and positive changes occurring in higher education.

Criticisms of education will continue. But those of us active in AASCU are moving forward, charting a new course for a new century. Ours is an organization that listens, evaluates and responds intelligently and forcefully. I am confident that AASCU, through the diligent efforts of its members, can counteract some of the uninformed negativism about education. ▲

Eugene M. Hughes
President, Northern Arizona University and
Chair, AASCU Board of Directors

Greetings from the president

I've been saying it to the staff, to the media and to my Washington colleagues—the American Association of State Colleges and Universities is the best higher education association in Washington. I believed that when I assumed the presidency in July and, after a few months on the job, I'm more convinced than ever.

Most of the credit for making AASCU the best goes to my predecessor, Allan Ostar, who provided the leadership and inspiration through over a quarter of a century, leaving a fine legacy. I can thank Allan, too, for assembling AASCU's capable and dedicated staff. They are knowledgeable and open and have worked hard to make me look good as I've been introduced to media and policy makers.

An exceptional staff and a new president cannot ensure that AASCU continues to be the best Washington association, nor that we represent the interests of our institutions. That takes participation by our members. We can be informed and represent you well if we have information from our campuses and the involvement of our presidents. The most important task we have, as your representatives in Washington and in the states, is to keep the lines of communication open. You need to let us know how your institutions are affected by what goes on in Washington and the states, and we need to keep you informed. Only by doing this can we stay ahead of the issues. The policies we develop, the positions we take, the roles we play on your behalf will reflect what we've heard you say you need and want.

Those of us who have chosen to spend our time ensuring access and quality at our state colleges and universities do so because we know that every person in our country who grows up in ignorance contributes not only to their personal decline but to the decline of the nation as well. This is not a responsibility that any of us take lightly, and with education on the front burner of the nation's agenda we have to work together creatively and efficiently in a common purpose. ▲

James B. Appleberry
President

Presidential perspective

Note: *James B. Appleberry became president of AASCU July 1, 1991. He has quickly become a recognized spokesperson for public colleges and universities. A June 1991 AASCU survey released on the financial crisis in the states and its effect on our institutions, and the Association's annual look at tuition and the state of education in August, made AASCU an attractive resource to the media. President Appleberry has proven to be a knowledgeable and comfortable interviewee. With appearances on ABC News, CNBC, Wall Street Journal Reports and interviews with* USA Today, The Washington Post *and* The Chronicle of Higher Education, *he has become the voice of public colleges and universities and in some cases, higher education in general. His years as a college president and as an early advocate for higher education in Washington more than qualify as prerequisites for his current national role. He has taken on this role at a time when education is a major domestic national issue. As you'll discover from the following message, he thinks that education's prominence on the national agenda is a major opportunity for AASCU.*

President's Message:

Although I've been in Washington only since July, I sense that higher education leaders have the opportunity to be catalysts for change during a time when change is inevitable and timely. This article is supposed to be an annual report of AASCU activities, but since it is so near the beginning of my tenure as president of the Association, perhaps looking *forward* is appropriate; the work of the past year and, indeed, the past two decades was preparation for this exciting time when education has moved to the forefront.

Perhaps some of us were doubly disappointed that higher education wasn't more prominent in the report of the governors' meeting in September 1989, and in the goals and approaches to meeting our country's education challenges announced by President Bush and Education Secretary Lamar Alexander. We needn't continue to be disappointed. We have an opportunity to seize the initiative and mold the future. By putting education so prominently on the national agenda, it and we have become more visible. What an opportunity!

During these last few months some key issues have become apparent to me. My remarks here may sound like an indictment and criticism of our institutions, but

AASCU President James B. Appleberry bends the ear of Rep. William Ford (D-Mich.), chair of the House Education and Labor Committee.

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that is *not* my intent. I'm actually delivering a *challenge* to presidential leadership (not coincidentally the theme of the 1991 annual meeting), a challenge we can and will meet.

Five issues appear to be emerging on every legislator's agenda and in many higher education news stories. We should be proactive rather than reactive in addressing these issues, for higher education in general and AASCU institutions in particular can take the lead in resolving these issues and improving not only education but the nation as well. The nation's success depends on its educational system.

The most important issue we face in the next few years is the financing of higher education. The current economic downturn and subsequent budget cuts affecting most states and most public higher education institutions have caused the tuition at public universities to rise at a rate matched only once in recent memory. This year alone, public higher education tuition increases averaged 12-14 percent nationwide. Yet this year has also seen the largest tax increase levied by states in recent memory. These actions have raised once again proposals that would "privatize" public higher education. I was surprised when I became president of AASCU to learn the pervasive view at One Dupont Circle is that public higher education needs to raise its tuition levels near those of private higher education in order to "protect the privates, and preserve access to them." AASCU historically has taken the position that low tuition preserves access to higher education for all citizens regardless of economic standing, and that the public higher education institutions are "owned" by the citizens of the state and should therefore be responsive to those citizens. Higher education has been viewed as a public function, a public responsibility, and a public investment in the nation's future. Unless you tell me that circumstances have changed, you may be assured I will continue to espouse that position.

Consequently, we have our work cut out for us. States are hemorrhaging in red ink. Further, it is unlikely that when this recession is over the states will be in much better condition to fund public higher education. The federal policy of the past few years has been to transfer more and more of the funding for mandated programs (such as medicare, prison reform, and other social service programs) from the federal government to the states. As a result, the states have fewer and fewer discretionary funds for important functions such as education, K-12 through higher education. Our states and our federal government, responding to the demands of the citizens of this country, need to make education the first priority for our future, and back up that priority with the funds showing it is not just lip service. We have a role to play as well. We need to examine the size of our institutions, the scope of our actions, the productivity of our faculty, our research mission, and a host of other factors that will make us more responsive and efficient.

Everywhere we turn we hear the call for educational reform. Although those calling for reform aren't sure what they want, they are convinced that what we have now is not working. Although the movement's focus is now on K-12, it will shift to us soon. In fact, it may have already. All education in America, including higher education, will undergo changes that will affect nearly every aspect of our institutions. Our business offices, administration and staff, faculty workloads, students, curriculum, teaching methodology, information access, and relationships we have with outside groups and agencies are but a few of the areas with change in store.

The shock for me has been that policy makers have largely written us off, thinking we are not able to solve our own problems—or reform ourselves. We're seen as predictable in our defense of the status quo. Many of the opinion leaders and policy makers in the federal and state government and the media with whom I have talked candidly say that the only way higher education will change is through prodding from the outside. The senior staff member of a powerful member of Congress told me that higher education is only interested in protecting itself, accreditation is worthless because peer review only promotes lobbying for the selfish interests of the accredited discipline or of institutions as a whole, faculty are interested not in students but in lessening their teaching load and trying to publish their next article—

if they are interested in anything, and the only way for higher education to improve is through standards imposed from outside.

Lest we think higher education is the only scapegoat in this scenario, this attitude is also dramatically evident in the hard look civic leaders are taking at the public schools. The U.S. Department of Education is looking to business for many of the answers to reform.

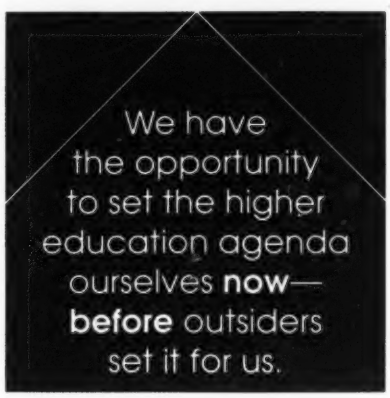
Herein lies our challenge. The focus on education at all levels—driven by the Administration's *America 2000* initiative—provides us an opportunity to set the agenda for higher education now, before those outside the academy set our agenda for us. We need to look at the President's *America 2000* plan for what it can mean for higher education. We need to take that look in a non-partisan, non-political context. We must ask ourselves what the potential outcome can be. For K-12 schools, responsibility for quality may return to the neighborhoods in a cooperative endeavor among teachers, parents and citizens. This means teachers will be working more closely with "outsiders."

For postsecondary schools, teacher preparation programs will have to prepare teachers for a different environment. Demand will increase for more knowledge in the respective disciplines, and for increased use of available technology in the classroom. We already know that colleges and schools of education will have to prepare teachers for a broader cultural mix of students and more diverse ways of learning, requiring alternative teaching styles that are discipline and learning style specific. Requirements and methods in our teacher education programs must be changed, and changed quickly.

Many believe that presidents of institutions with teacher education programs haven't been willing or able to provide the necessary leadership for needed reform. Faculty and administrators, many of whom are tenured and mired in the past, are not willing to expend the effort required to update themselves on the changes needed for this country's new generation of schools. On campuses, our governance structures promote the protection of turf, making it difficult to expand and improve curricula or update our faculty.

Related to this is the necessity of higher education to reassert its interest in *undergraduate teaching*, giving it as much or more priority as graduate education and research. AASCU institutions have the advantage in this area, and at many state colleges and universities the focus on undergraduate education has not only survived but thrives.

A third issue upon us is the push to regulate higher education. More, rather than less, regulation seems to be in store, and much of it will be doled out in the form of punishment. The bashing we've taken in the media and the guilt by association all of higher education has suffered because of the perceived sins of some, has policy makers viewing us as evasive at best and unresponsive at worst. Some of us *are* guilty. We're seeing attempts at tighter regulation in several areas. For example, current House of Representatives proposals require states to intervene in the operation of institutions to ensure that an institution is qualified to receive Title IV funds for student aid. The federal government is poised on the sidelines ready to institute tighter controls in intercollegiate athletics if we are unable to do so ourselves. Another example is the change in congressional attitudes toward overhead research costs. Legislators now view these costs as a federal budgetary matter rather than as reimbursement for costs already expended by the institution for computers, buildings, and overhead for research operations. Lest you think this is a matter of concern for only the "research universities," just consider the large number of AASCU institutions that have significant doctoral programs and research programs that are well developed and operating efficiently. It *does* affect us and our member institutions.



Accreditation is another example of federal intervention into areas of heretofore voluntary accountability of universities. The Middle States accreditation issue sends a message that the federal government has no faith in the current peer review process and is seeking more effective systems.

A fourth issue demanding our attention is the need to internationalize and broaden the cultural mosaic of our campuses immediately. We hear much today about the need for our nation to be able to compete internationally. It is just as important for us to be able to cooperate! Most of our corporations and businesses are either multinational, owned by persons in another country, or dependent for either supplies or markets on persons in other nations. Yet many of our students know nothing of languages or cultures other than their own. Whether the knowledge is of the culture of the person sitting next to them in the classroom, the background of the latest world event, or the forces that are causing a reappraisal of the cultural history of the world, our students—and our faculty—are largely illiterate. How can we expect our higher education system to continue to be recognized as the best in the world if we fail to take into account the rapid development of an interdependent world? AASCU's past efforts in international education have prepared us well, and you will see the association reviewing its own role in providing opportunities for our campuses to develop their international awareness, linkages, and expand their cultural mosaic.

With these and other vitally important issues on our agenda, it is time for this country to develop a *national policy* on higher education. For the first time the United States is losing its dominance to other nations who some claim are doing a better job than we are. To ensure the nation's continued efficiency and

Sen. Howard Metzenbaum, D-Ohio, and Rep. William Ford, D-Mich., speak with AASCU President James Appleberry at a Hill breakfast welcoming Appleberry to Washington. The event was sponsored by AASCU's Office of Governmental Relations (OGR) and the Michigan delegation. In the background is OGR Vice President Edward Elmendorf and Senior Secretary Drusilla McCain.

effectiveness, our education system has to be the best. We currently have no common understanding of what we expect higher education to do in this country. A national policy on higher education *will* emerge either by default, or from a purposeful, broad-based discussion of representatives from higher education, government, business and industry, and other groups with a vested interest in the nation's future. It will be better if we *lead* the discussion and stay ahead of the curve. We may as well help determine our own destiny and help our nation remain the strongest power in the world. We need to address such issues as the role of research in higher education. Who shall have access to higher education and under what conditions? Who shall pay for higher education and how much? What shall be the linkages between national and state policy development and higher education? These are but a few of the matters on which we must ponder and seek consensus.

What an exciting time. We have the opportunity to work together as leaders in the improvement of higher education in this country. I look forward this year and in the years ahead to ensuring that AASCU and its institutions are models of reform and renewal in all of higher education, and that we preserve our role as the strongest, most diverse, most effective association for higher education in the nation. ▲

Budgets deflate, tuitions inflate

Tuition increases and state budget woes were the biggest stories affecting public colleges and universities this year. Mid-year cuts in state higher education budgets drove up public college tuitions—many into double digits. A June 1991 AASCU survey of the Council of State Representatives revealed that higher education in 29 states experienced mid-year budget cuts and 45 planned an increase in resident tuition, with 11 states anticipating double-digit tuition increases.

"The crisis situation in our states could have the effect of denying educational opportunity for qualified students," said Richard Novak, director of AASCU's Center for State Higher Education Policy and Finance. "Access and quality are threatened to the point where higher education will have to be seen as one of the most pressing issues of state governments."

In January 1991, a previous Center survey showed 23 states reporting mid-year cuts. By June another six states reported cuts. Novak expressed surprise at how rapidly state fiscal problems spread across the nation. "Although we know that public higher education funding is tied directly to state economic and budgetary conditions, the situation in some states went from bad to worse very quickly," he said.

The budget survey, one of several conducted by AASCU's Center for State Higher Education Policy and Finance, found state colleges and universities projected an average tuition increase of 10.1 percent; 12.9 percent for those that experienced mid-year budget cuts, and 5.6 percent for those not experiencing cuts. The overall average proposed increase in non-resident tuition was 9.6 percent: 11.1 percent for states experiencing budget cuts, 7.2 percent for those who didn't.

When the final figures were tabulated in mid-November, it was obvious the presidents had been optimistic even with the grim figures they quoted. Final results released to the media showed a 13.3-percent increase in tuition and fees at AASCU institutions and an overall increase at all public institutions of 13.6 percent.

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Novak expressed concern that the term *public education* is losing credence when some state colleges and universities are being forced to shift higher percentages of education costs to students and their parents.

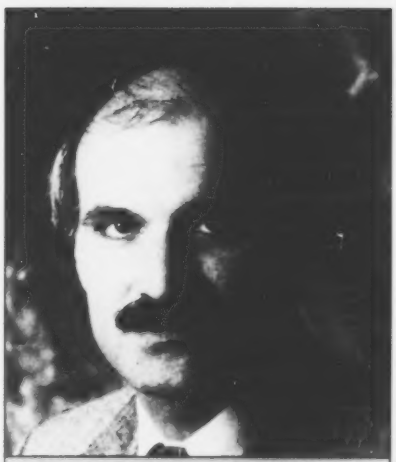
Center Policy Analyst Robert Sweeney, who compiled data from the survey, said if state economies and budgets continue to decline, the soundness of public higher education in many states will be threatened.

Not only access but also the *quality* of the educational experience could suffer if budgets are slashed, he said. The survey found that commonly cut areas included faculty positions, equipment, course offerings and student programs. "While these cuts have an impact on the students, they also indicate the degree to which the faculty and staff of the state colleges are suffering," Sweeney said. "Open vacancies mean college staff must often do the work of others."

Tuition is not the only significant higher education cost students will encounter. According to the report, fees for parking, room and board, student unions and other purposes "can almost equal tuition at some institutions and add to the burden of paying for an education." The survey indicates that fee increases will average 7.4 percent in states that endured budget cuts, and 2.9 percent in those that did not.

The 1992 budget picture also looks bleak. Twenty-two presidents said they anticipated a 1992 budget lower than that for 1991. An additional seven presidents said they expected a budget increase lower than inflation in 1991.

"Something must be done to stabilize public higher education funding from year to year so sharp and sometimes unexpected decreases will not have the disruptive effect they are now having," Novak said. ▲



" Access and quality are so threatened now that higher education must become a priority issue for state governments. "
—Richard Novak

1991 Reports from the Center for State Higher Education Policy and Finance

Novak, Richard. *State Issues in Higher Education Bibliography*. 8th ed. January 1991. Annual annotated bibliography of reports, monographs and books relevant to higher education.

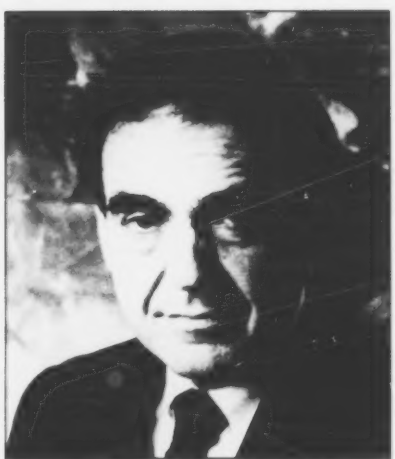
Novak, Richard and Caruthers, Kent. *A Study of the Funding Process for State Colleges and Universities*. July 1991. Describes the mechanics and use of budget formulas and examines their use in several states.

Pettit, Lawrence et al. *Perspectives on Higher Education Accountability*. August 1991. Examines definitions and measures of accountability and how such measures are used by state governments.

Sweeney, Robert. *State College Responses to Budget Cutbacks: Selected Case Studies*. September 1991. Examines how some AASCU institutions in Maryland, North Carolina and Oregon responded to state budget cuts.

Sweeney, Robert. *Changes in State Higher Education Appropriations Ranking from FY 84 to FY 90*. October 1991. Examines the stability of rankings of state expenditures on higher education and analyzes possible explanations for the stability.

A head start on reauthorization



"The unity of the national higher education associations in drafting this year's HEA reauthorization proposal was lauded on the Hill."
—Edward Elmendorf

It sets federal spending formulas and boundaries for diverse programs ranging from college and university student aid to retention programs to international education projects. It is, without question, the most important piece of federal postsecondary legislation.

Public Law 89-329, the Higher Education Act (HEA) of 1965, was part of the Johnson Administration's Great Society legislation. This year marks a major overhaul or "reauthorization" of the HEA. The last was in 1986.

The HEA is divided into 14 subsections or "titles." Each title contains parts relating to specific programs. *(See the accompanying outline.)*

When the HEA was originally hammered out, AASCU was known as ASCU, the Association of State Colleges and Universities.

A little more than four years old and with about half its present membership, ASCU's political identity was taking shape. (An ASCU booklet published in the same year, *One Out of Five*, revealed that one of every five bachelor's degrees in the nation were conferred at ASCU-type institutions.)

ASCU members were asked to participate in the landmark legislation. "Now is the time to tell your Congressman that you are interested in the fate of H.R. 9567, the Higher Education Act," ASCU's newsletter, *Bulletin*, noted. "It would be most helpful to write and give your reasons. If you cannot, because of time, a telegram would be helpful," the newsletter noted.

ASCU had a hand in the original draft. Allan Ostar, then executive director of ASCU, was called to the White House on more than one occasion to help draft language for the HEA.

In the first major redraft of the HEA in 1986, AASCU worked successfully to make less-than-half-time students eligible for Pell Grants and other federal student aid programs under the HEA's umbrella. The less-than-half-time provision was contained in the House of Representatives' reauthorization proposal but not in the Senate's. The compromise allowed for less-than-part-time students to receive phased-in eligibility for the Pell program.

Two AASCU representatives—one from the City University of New York and the other from California State University, Long Beach—testified before the House Subcommittee on Postsecondary Education on AASCU's reauthorization proposals for the 1986 reauthorization. Several AASCU-institution representatives also presented testimony at regional hearings.

For the 1991 reauthorization process, AASCU, as part of an unprecedented team of a dozen higher education associations, spent 18 months preparing specific reauthorization recommendations.

"Traditionally higher education associations are very good at singling out specific legislation and uniting to oppose it, but the group frequently splinters when drafting comprehensive legislative proposals," AASCU Vice President for

While working hard on reauthorization, AASCU didn't let the fiscal 1992 budget slip by unnoticed. In May Western Kentucky University President Thomas Meredith presented a comprehensive list of fiscal 1992 budget proposals to the House Appropriations Subcommittee on Labor, Health and Human Services on behalf of AASCU and 14 other higher education associations.

Governmental Relations Ed Elmendorf said.

This year's HEA reauthorization proposal was different, Elmendorf said. The associations involved worked hard to draft a substantial, comprehensive reauthorization proposal. The unity of the national higher education associations was lauded on the Hill, he said.

The Pell Grant program provides a good example. In 1986 the higher education community advanced at least three different Pell Grant reauthorization proposals, and the Pell program changed little from its pre-authorization form.

This time around AASCU and the education community got a head start on reauthorization, Elmendorf said. "We identified the issues early, conceived bold, new recommendations and sent them to our state representatives to review and make changes. The fruit of that labor became the final draft of AASCU's Public Policy Agenda, approved by the full membership at AASCU's annual meeting," he said.

AASCU's Presidents' Commission on Teacher Education is also working on HEA revisions. The panel is focusing on Title V, which would fund national Professional Development Academies and install federally funded flexible partnerships between elementary and secondary schools and college and university teacher education programs.

AASCU also forged a proposal with several other higher education organizations to double the current portion of total international program funds that go to undergraduate programs under Title VI of the HEA.

An outline of the proposals first appeared on the Hill through testimony to the House Subcommittee on Postsecondary Education by Towson State University (Md.) President Hoke L. Smith in March.

In early April, the higher education community delivered a comprehensive draft of its HEA reauthorization proposals to Congress.

In early May, Elmendorf detailed the associations' Pell Grant proposal to the Senate.

The House postsecondary subcommittee also announced a series of field hearings to canvass regional views on the HEA.

Many AASCU institution chiefs and representatives responded with testimony. AASCU tracked the following testimony during the year: In May Northwest Missouri State University President Dean Hubbard testified in a Kansas City, Mo., field hearing that the financial aid application process has become too complicated for parents and students, and he proposed a series of simplifications.

Anthony Ceddia, president of Shippensburg University of Pennsylvania, testified in a June field hearing. Ceddia said the federal government's shift from grants to loans over the past decade threatens equal access to education. He proposed a federal education savings plan for parents.

Portland State University (Ore.) President Judith Ramaley testified in Vancouver, Wash., on non-traditional, at-risk and adult student and urban education roles in the HEA.

Focusing on federal funding for urban universities, Indiana University Northwest Chancellor and Chair of AASCU Urban Affairs Committee Peggy G. Elliott testified in June at an Akron, Ohio, field hearing. Elliott supported proposed legislation reviving the HEA's dormant urban-universities statutes from Ohio Congressman Thomas C. Sawyer.

At the same hearing Cleveland State University (Ohio) President John A. Flower said federal support for urban universities similar to the thriving university agriculture extension programs could boost urban university program scopes significantly.

University of Akron (Ohio) President William Muse testified at the hearing on non-traditional student programs and urban universities, and Kent State University's (Ohio) dean of the graduate school of education, Joanne Whitmore, presented testimony involving partnerships between higher education and secondary and elementary education.

In a June field hearing in New York, State University of New York system Chancellor D. Bruce Johnstone presented testimony in a field hearing on simplification, equity, access and accountability of federal student aid programs.

Ramapo College of New Jersey President Robert Scott presented testimony in New Brunswick, N.J., in June. He said the federal government should structure student aid programs so that first- and second-year students aren't saddled with large debt.

North Carolina Central University Chancellor Tyronza Richmond testified at a North Carolina field hearing in June. Richmond supported the higher education community's student aid proposals in addition to expanded federal staff development grants and fellowships in library and information sciences.

A July field hearing in Kearney, Neb., saw testimony from representatives of Chadron State College, Neb., and the University of Nebraska at Kearney. Chadron State provost Kay Schallenkamp testified on HEA programs that aid institutions who serve disadvantaged students.

Kearney's vice president for student affairs, Barbara Snyder, said federal funding for student aid programs has slipped dramatically when compared with the rising cost of higher education. Institutions that effectively manage loan programs should be eligible for more federal assistance, she said.

Back on the Hill, San Francisco State University (Calif.) President Robert A. Corrigan testified before the House postsecondary education subcommittee on eliminating the economic and legislative barriers to the growing number of non-traditional and part-time students.

As AASCU's identity has emerged, its political focus has sharpened, and its role in shaping federal higher education policy is becoming increasingly crucial. ▲

Higher Education Act of 1965

(PL 89-329)

Title I—Postsecondary Programs for Nontraditional Students
- Part A—Program and Planning Grants
- Part B—National Programs
- Part C—The National Advisory Council on Continuing Education
- Part D—Student Literacy Corps

Title II—Academic Library and Information Technology Enhancement
- Part A—College Library Resources
- Part B—Library Training, Research, and Development
- Part C—Strengthening Research Library Resources
- Part D—College Library Technology and Cooperation Grants

Title III—Institutional Aid
- Part A—Strengthening Institutions
- Part B—Strengthening Historically Black Colleges and Universities
- Part C—Challenge Grants for Institutions Eligible for Assistance Under Part A or Part B
- Part D—General Provisions

Title IV—Student Assistance
- Part A—Grants to Students in Attendance at Institutions of Higher Education
- Part B—Guaranteed Student Loan Program
- Part C—Work-Study Programs
- Part D—Income Contingent Direct Loan Demonstration Project
- Part E—Direct Loans to Students in Institutions of Higher Education
- Part F—Need Analysis
- Part G—General Provisions Relating to Student Assistance Programs

Title V—Educator Recruitment, Retention, and Development
- Part A—Midcareer Teacher Training for Nontraditional Students
- Part B—School, College, and University Partnerships
- Part C—Professional Development and Leadership Programs
- Part D—Teacher Scholarships and Fellowships
- Part E—State Task Forces on Teacher Training

Title VI—International Education Programs
- Part A—International and Foreign Language Studies
- Part B—Business and International Education Programs
- Part C—General Provisions

Title VII—Construction, Reconstruction, and Renovation of Academic Facilities
- Part A—Grants for the Construction, Reconstruction, and Renovation of Undergraduate Academic Facilities
- Part B—Grants for Construction, Reconstruction, and Renovation of Graduate Academic Facilities
- Part C—Loans for Construction, Reconstruction, and Renovation of Academic Facilities
- Part D—Grants To Pay Interest on Debt
- Part E—College Construction Loan Insurance Association
- Part F—Housing and Other Educational Facilities Loans
- Part G—Special Programs
- Part H—General
- Part J—Agriculture, Strategic Metals, Minerals, Forestry and Oceans College and University Research Facilities and Instrumentation Modernization Program

Title VIII—Cooperative Education

Title IX—Graduate Programs
- Part A—Grants to Institutions To Encourage Minority Participation in Graduate Education
- Part B—Patricia Roberts Harris Fellowships
- Part C—Jacob K. Javits Fellows Program
- Part D—Graduate Assistance in Areas of National Need
- Part E—Assistance for Training in the Legal Profession
- Part F—Law School Clinical Experience Programs
- Part G—Authorization of Appropriations

Title X—Postsecondary Improvement Programs
- Part A—Fund for the Improvement of Postsecondary Education
- Part B—Minority and Science and Engineering Improvement Programs
- Part C—Innovative Projects for Community Services and Student Financial Independence

Title XI—Partnerships for Economic Development and Urban Community Service
- Part A—Partnerships for Economic Development
- Part B—Urban Community Service
- Part C—General Provisions
- Part D—Wagner Institute of Urban Public Policy

Title XII—General Provisions

Title XIII—Miscellaneous Provisions

Title XV—American Indian, Alaska Native, and Native Hawaiian Culture and Art Development

(HEA reauthorization amendments were made in 1968, 1972, 1980 and 1986.)

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Fostering urban renaissance

When we think of distressed and sociologically troubled cities, it's usually the megaburgs that come to mind—New York, Los Angeles, Washington, D.C.—but many smaller urban areas grapple with big city problems, too.

A policy statement developed by AASCU's Council on Urban and Metropolitan Colleges and Universities said that despite development to attract middle- and high-income residents to cities, intense human problems remain.

Transportation, low-income housing, air and water quality and a decaying infrastructure continue to affect the quality of urban life. Homelessness, drug trafficking and crime are also exacerbated by the unemployment rate and loss of hope faced by citizens without choices.

"The urgency of our urban concerns is heightened by the shifts in the nation's demographics," the council said. The 1990 Census shows that minorities are now the majority in 51 of 200 cities with populations over 100,000. Early in the next century, one third of the entrants into the work force will be Asian, Hispanic or African American.

As higher education leaders examine and advocate ways to improve all of America's education system, from kindergarten through postsecondary, they have to look at these issues, says Mary Gordon, director of AASCU's Office of Urban and Rural Affairs.

Gordon works closely with the two AASCU councils dealing with urban, metropolitan and rural issues. AASCU-member campuses and the Office of Urban Affairs co-sponsored two national urban education meetings this fall. The first, "Urban Higher Education: Prescriptions for the Future," was held in Cleveland, and was a joint venture with Cleveland State University and Cuyahoga Community College. Participants developed effective strategies for improving education in cities by promoting strong leadership models, public-service initiatives, school/college partnerships and academic frameworks.

The second conference, "The Troubled Adolescent," was held in April in Milwaukee and was coordinated by the University of Wisconsin-Stout. Issues raised included approaches for dealing with potential dropouts, school successes for at-risk students, guidance and counseling, youth empowerment and recommendations for completing degree programs.

A recent study by The College Board shows a rapid increase in the proportion of minority students in the country's public schools and predicts public schools may be unprepared to handle the special needs of these populations. The importance of public higher education in this scenario is evident, as is its contributions to solving other social problems.

Many state colleges and universities began as teachers colleges and still have strong colleges of education. "AASCU institutions will train many of the public school teachers in our cities, and urban universities must focus their academic and public-service resources on prob-

"We must ensure that higher education is included in the urban renewal dialogue as we look for prescriptions for the future."

—Mary Gordon

lems and conditions that threaten urban populations," Gordon said. This requires designing curricula in teacher education that respond to social issues and accommodate diversity and different learning styles.

AASCU's policy statement says, "State-supported colleges and universities are the prime vehicles through which citizens can make fundamental, positive changes in their lives. Access to high-quality programs in higher education is vital if the nation's minority and immigrant populations are to be assets in the effort to keep the nation economically competitive."

AASCU President Jim Appleberry agrees. "We as a nation face serious challenges," he said. "The future belongs to the quick, the smart, the sure-of foot. We must prepare our people to be nimble of mind, adaptable, fully prepared for the changes we know will occur in our economy and our society. That responsibility is left to us in education," Appleberry said.

Gordon says her office has looked at that responsibility in a publication, "The Urban Educational Landscape," which argues that urban colleges and universities must become players in a needed urban renaissance. "We have to ensure that higher education is included in the dialogue as we look for prescriptions for the future," Gordon said. "We have to find new avenues and approaches to get beyond the well worn techniques and become more futuristic in thinking and acting."

The publication and the dialogue that continues each year when the Council on Urban and Metropolitan Colleges and Universities meets address educational leadership styles, public service, curriculum development and community relationships.

For instance, urban universities need to design a curriculum that advances knowledge of urban life, including studies in public administration, social welfare, city planning. Courses, applied research and special programs are linked to urban needs, ensuring a positive link with the community. "Urban colleges and universities serve as repositories for studies and data on urban life and also generate new research," the council's policy statement notes. "An urban university can serve as a catalyst for the development and evaluation of public policy."

"Urban institutions have to link closely with community colleges and schools in the cities to come up with active approaches over the coming decade to urban problems," Gordon said.

In addition to providing forums for urban educators and city officials to discuss problem-solving collaborations, the office monitors and collaborates with AASCU's Office of Governmental Relations in advocating for Title I, the Urban Grant Act. It provided language used by Sen. Mark Hatfield, R-Ore., in the text of the legislation, which encourages urban universities to become active agents of change in their cities.

In January, AASCU co-sponsored a national summit on urban education in Washington, D.C., with the Council of Great City Schools and endorsed the House Urban Schools of America Act. The summit explored the National Education Goals and recommended precise, step-by-step strategies for urban school reform by the year 2000. ▲

President Betty Lentz Siegel of Kennesaw State College (Ga.) and Chancellor Charles Sorensen of the University of Wisconsin-Stout discuss at-risk students at AASCU's conference on troubled adolescents, held in Milwaukee this year.

Revitalizing rural America

Small town USA—safe, serene, simple. Not always. In looking at the role state colleges and universities play in rural communities, AASCU's Office of Urban and Rural Affairs identified problems from vanishing resources and the brain-drain of young people who leave for the big city to health issues and high school dropout rates.

Rural problems may be kept quieter, they don't always make the newspapers, but they are still there," Director Mary Gordon says, "and higher education in these areas faces the challenges of creating resources and funds to help students and communities."

For instance, Gordon said, the need for adult education increases as residents of depressed farm communities and the Rust Belt look for retraining and assistance with career adjustments. Long-distance learning projects in remote areas and updating technology to meet demands drain already tight resources. Limited funds from state legislatures in states with economic woes are transferred to state colleges and universities. This leaves little resources to modernize facilities on rural campuses and update technology to serve remote populations.

The Rural Schools of America Act of 1991, for which AASCU's Office of Rural and Urban Affairs reviewed draft language, addressed the fact that rural institutions need support and that they do more than prepare people to work on farms.

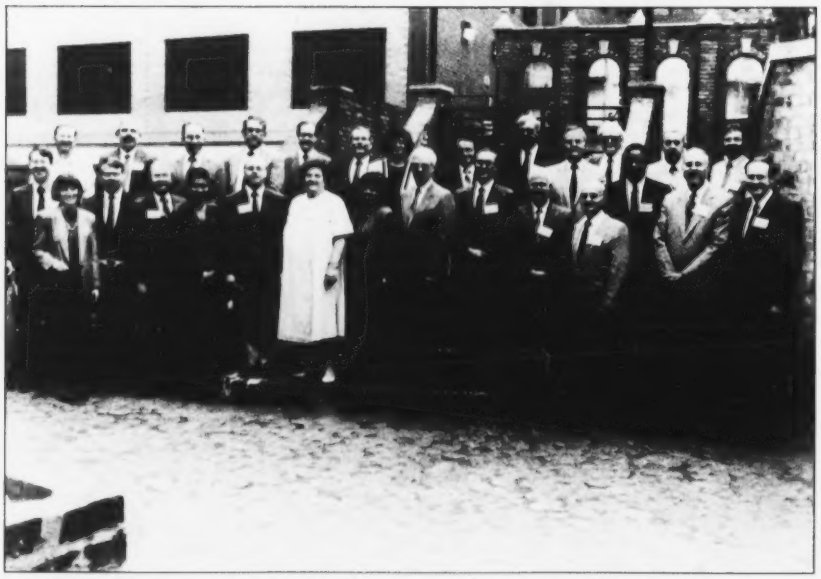
The office works with AASCU's Council of Rural Colleges and Universities to consider such issues as whether towns with populations of less than 1,000 will or can survive, what size school system is minimal for quality education for the future, what level of services for the poor and elderly can be provided at what distance from metropolitan service centers, and what kinds of existing new industry can operate profitably in rural areas.

"With 30 percent of the U.S. population living at this time outside of metropolitan areas, and with the majority (57 percent) of AASCU institutions finding their locations within or closely adjacent to rural regions, there is a major role to be played by our colleges and universities in building the capacity of the rural population in order to deal with the economic/education problems currently existing," the council's policy statement notes.

This year AASCU has acted as an observer for the Organizations Concerned with Rural Education, the voice of rural education issues and an up-and-coming group heightening the awareness that such issues as crime, prejudice and poverty should not be handled the same way in a small town as in New York City.

And although in the rural America of today, less than two million people earn their living directly from agriculture, forestry or fisheries, a large percentage are involved in commerce created by agriculture and natural resource industries, both domestic and international.

AASCU sponsored a national conference on rural education initiatives with the Council of



AASCARR representatives and colleagues gather at the 1991 AASCARR Annual Meeting in Washington, D.C., hosted by AASCU.

Independent Colleges and the Western Interstate Commission on Higher Education, hosted by the Rural Clearinghouse for Lifelong Education and Development. The meeting, "Making Education Part of the Rural Solution: A Vision for the 1990s," was held in Kansas City, Mo., in June. Participants included college and university administrators, rural educators and teachers, legislators and policy makers, cooperative extension agents, and association administrators. An AASCU panel of presidents held a roundtable discussion on higher education's role in improving rural America.

A second co-sponsored conference, "Reaching Our Potential: Rural Education in the '90s," also featured a roundtable of AASCU presidents speaking on "Rural and Small Town Public Colleges and Universities: Regional Voices on Youth Issues" in Nashville, Tenn.

A September meeting of the American Association of Schools and Colleges of Agriculture and Renewable Resources (AASCARR), co-sponsored and hosted by AASCU, gathered presidents and deans to address issues ranging from the future of agriculture as a business to the identification of grant opportunities and attraction of international students to AASCARR campuses. AASCARR formalized an agreement with AASCU this year, with AASCARR's past president, Anson Elliott, commenting that formalizing the affiliation agreement provides AASCARR access to vital expertise and to Capitol Hill.

AASCU President James Appleberry addressed the September meeting and told the group that the greatest renewable resource is "our human capital."

Appleberry, who came to AASCU from Northern Michigan University in Marquette, identified the role of rural AASCU institutions: "Being remote, we must provide services that other universities in the state will or cannot. Being rural, we have a particular responsibility to help those closest to us improve their quality of living. Being comprehensive, we must provide a breadth of programming that will prepare students in all fields to be able to function in any environment, rural or urban." ▲

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Primed for reform

Conferring more than half of the baccalaureate degrees in education annually, AASCU-member institutions have teacher education as their birthright.

Some of them offer among the most innovative teacher education programs in the nation, produce many of its finest educators, and push the leading edge of the nation's teacher education reform. However, despite numerous success stories, U.S. teacher education programs are primed for reform.

The nation's current financial crunch, its ever-dwindling supply of qualified teachers and the closing doors of many teacher education departments across the country sparked AASCU to recognize its role in revitalizing teacher education and to join many campuses already taking the lead in teacher education reform.

AASCU President James B. Appleberry has recognized major reform in teacher preparation as one of four major challenges on the horizon for the association.

"Our schools are poised to have an impact on future education in this country," Appleberry said. "We are working to create the new generation of American schools for tomorrow's students as outlined in President Bush's *America 2000* initiative."

America 2000 would send nearly $85 million to higher education goals in fiscal 1992 and $313 million over five years. The money would fund teacher and administrator training academies through fiscal 1996. After that, the academies would not be eligible for federal money.

The bulk of the money, $230 million over five years, would go to the teacher training academies. Their fiscal 1992 funding would be $62.4 million. Academies for principals and school administrators would receive $83 million over the next five years, including $22.5 million next year.

AASCU launched in March a 12-member Presidents' Commission on Teacher Education to develop a comprehensive teacher education reform strategy. The panel will unveil its recommendations at this year's annual meeting and plans a national invitational conference in 1992.

"The creation and work of the Presidents' Commission on Teacher Education is timely and needed."

—George Ayers

Panel members include Emporia State College (Kan.) President Robert E. Glennen Jr. chairman; East Stroudsburg University of Pennsylvania President James E. Gilbert, vice chairman; Portland State University (Ore.) President Judith Ramaley; Kennesaw State College (Ga.) President Betty Lentz Siegel; State University of New York College at Buffalo President F.C. Richardson; Western Kentucky University President Thomas C. Meredith; University of Puerto Rico, Cayey University College Chancellor Margarita Benitez; Kutztown University of Pennsylvania President David E. McFarland; Harris-Stowe State College (Mo.) President Henry Givens; Concord College (W.Va.) President Jerry L. Beasley; University of Northern Iowa President Constantine W. Curris; Vermont State Colleges Chancellor Charles I. Bunting.

A resource team headed by AASCU Vice President for Academic Programs George Ayers, the panel's liaison, assists the panel.

"The creation and work of the Presidents' Commission on Teacher Education in advancing the image of teacher education and looking at colleges' commitment and what they can do to improve teacher preparation in our nation's state colleges and universities is timely and needed," Ayers said.

In its first meeting the panel drafted a seven-point plan to secure teacher education's pre-eminent role at many AASCU institutions. The plan should:

- convince institution CEOs to endorse teacher education
- increase funding for teacher preparation programs
- bolster a more equitable relationship with the National Council for Accreditation of Teacher Education (NCATE)
- develop teacher preparation programs that reward excellence, foster innovative curricula and increase teacher commitment to the profession
- recruit more minority teachers
- enhance teacher preparation's image
- improve program quality control measures.

The commission is also working on revisions for the Higher Education Act of 1965, focusing on funding for national Professional Development Academies and the installation of federally funded flexible partnerships between elementary and secondary schools and teacher education programs.

In June the panel met with NCATE President Arthur Wise, hoping to increase AASCU-member input into the accreditation process.

The panel asked NCATE to improve AASCU representation on its board and on speaker slates for conferences. It also requested that NCATE examine the dues structure to determine whether AASCU colleges and universities were paying a fair share, and it expressed dissatisfaction with campus site team visits, saying the teams needed more training to ensure consistency.

Teacher education may expand to a five-year program combining liberal and professional education.

Better communication was needed between AASCU schools and NCATE, and increased representation would solve most of the problems, the panel said.

Wise assured the commission that its "voice will be heard in the process." He told the commission it was a good idea that the presidents have decided to "take a look themselves at the teacher education process." He predicted that there will be national teacher accreditation or state licensing or both and that teacher education will expand to a five-year program combining liberal and professional education.

In the June meeting the panel also discussed a college president's role in teacher education and ways to enhance teacher education programs.

The panel met in New Orleans September 19-20 in conjunction with the annual Teacher Education Council of State Colleges and Universities (TECSCU) meeting. Members attended the opening session of the TECSCU meeting, participated in an open forum on Friday, and sponsored a presentation, "Presidential Commitment to Teacher Education."

At its meeting, the panel heard from William Smith from the U.S. Education Department, who outlined America 2000 and its goals.

The panel also detailed five areas for presidential focus:

- preparing presidents for teacher education reform
- examining the "total quality education" model
- encouraging diversity in recruiting and retaining students and faculty
- building coalitions or partnerships with elementary and secondary schools
- defining AASCU's role and challenges in America 2000 or other federal school reform legislation.

It discussed plans for a national invitational conference, "American 2000: Implications for Teacher Education," in 1992.

Even with a track record that includes a list of nationally honored alumni in the teaching profession, AASCU recognizes the need for reform in teacher preparation. "If there ever was a time for AASCU institutions to step forward with the implementation for major reform in teacher preparation, the time is now," Appleberry said. "The effects of improving our education system go far beyond the classroom; they affect our ability to compete and remain a world power."

He said the entire campus must be involved in improving teacher preparation. "This reform involves not only departments and colleges of education, but also all other disciplines because they have knowledge to bring to the table," he said, adding that the effort should also include partnerships with public and private schools in the regions state colleges and universities serve.

The list of nationally honored alumni from AASCU colleges and universities includes four of the last five National Teachers of the Year, as recognized by the Council of Chief State School Officers and the Encyclopaedia Britannica.

The list includes Rae Ellen McKee (1991), a remedial reading instructor in Slanesville, W.Va., and a graduate of Shepherd College (W.Va.); Janis Gabay (1990), a high school English teacher in San Diego, Calif., and a graduate of San Diego State University; Terry Weeks (1988), a middle school social studies teacher in Murfreesboro, Tenn., and a graduate of Middle Tennessee State University; and Donna Oliver (1987), a high school biology teacher in Burlington, N.C., and a graduate of the University of North Carolina at Greensboro.

A learning disabilities instructor, Mary Allen, with degrees from Winona State University (Minn.) and Bemidji State University (Minn.), received a 1990 award for outstanding teaching of students with learning disabilities at the International Conference on Learning Disabilities. Allen teaches students in grades 5-12 in Chatfield, Minn.

A physical education teacher and a Boise State University graduate, John Thomson, was named the 1991 Physical Education Teacher of the Year by the American Alliance for Health, Physical Education, Recreation and Dance. He teaches in Nampa, Idaho.

AASCU has recognized innovative teacher education programs and the historical and traditional role AASCU institutions play in preparing the nation's teachers since 1985 when the first Showcase for Excellence awards were presented.

Categories range from "attracting more talented and diverse students into the education field" to "developing innovative curricula."

Many programs focus on minority achievement. For example, California State University, Long Beach's Project MOST (Minority Opportunities in Science Teaching) improves science teaching for minorities and channels minority students into the science professional and teaching pipelines.

A program at the College of Charleston in South Carolina blazes new territory for teachers. The History Institute for Secondary School Teachers carefully selects high school teachers from across the country to develop and refine new teaching techniques primarily in African-American, Hispanic, women's and working class studies.

Portland State University (Ore.) and the Oregon State Board of Higher Education were instrumental developers of a gubernatorially mandated higher education action plan. The plan calls for Portland State to become a "shared university," the hub of a comprehensive, collaborative educational network of K-12 schools, community colleges, public and private colleges.

In Athens, W.Va., Concord College led a teacher reform task force. The group recommended the state raise teacher-education training funds by $800 per student and create a minority teaching fellows program. In exchange, West Virginia teachers and teacher education graduates would meet tougher accreditation standards. ▲

At work since March, AASCU's Presidents' Commission on Teacher Education will develop a formula for reform for presidents to follow as they restructure programs that train tomorrow's teachers.

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Partners for reform

Colleges and universities remain the brain trust for school reform, and their collaborations with schools, businesses and government guide the nation's school reform efforts.

School/college collaborations focus primarily on improving teacher education, a goal nearly one in four programs report as their main purpose, a recent report from AASCU's Office of Association Research notes.

School/college partnerships originated nearly 100 years ago, but from the beginning colleges dictated curricula to schools, causing conflicts. From those "us/them" roots, the school/college interaction took a difficult tack, AASCU Office of Association Research Director Meredith Ludwig said.

"As we head into the centennial of this tradition, schools and colleges are working on improving the image of collaboration, forming common agendas and increasing understandings about the barriers," Ludwig says. "In fact, improving communication between college faculty and school personnel continues to be ranked in the top five need areas identified in surveys on cooperation. Responding to other community needs, such as professional development schools and restructuring efforts, state colleges and universities are working to change school/college cooperation to advance the common agenda of school improvement."

Presidential task forces on excellence and on teaching and learning and AASCU's Presidents' Commission on Teacher Education have generated specific goals that include increasing funding for and development of teacher preparation programs, fostering innovative curricula, increasing teachers' commitment to the profession, and recruiting minority teachers.

Since 1985 AASCU's Showcase for Excellence Award program, now named in honor of Christa McAuliffe, has acknowledged 53 outstanding reform efforts in the preparation of school professionals. Twenty-eight percent of the programs reported in the AASCU school/college partnership survey received some kind of award or recognition.

In this year's survey, "recruiting minority students" was selected by the largest percentage of institutions as needing program attention, followed by "retraining teachers for shortages in particular disciplines," "improving communication," and "increasing youth awareness of postsecondary opportunities."

But this year's school/college survey also revealed some difficulties.

Current collaborative efforts do not meet the extent of need identified, and many of the projects are managed on shoestrings. The median expenditure per institution is $47,500; the median budget institutions want for collaboration is $150,000.

Gaps between identified need and support also exist in the programs themselves, particularly in creating professional development schools; over half of the institutions stated this as a need while only a quarter had programs to meet the need. Other areas with large gaps were school restructuring programs, the preparation of high school students to enter college programs, and cultural diversity programs.

Ludwig said there are two new players in these important collaborations whose long-term contributions will require study and assessment: the business community and state government.

State and local school reform efforts will also play a large part in the future of school/college collaboration, Ludwig said. Nearly 50 percent of the survey respondents reported that the legislative push for reform will directly affect partnerships, but it's not known to what degree, she said.

"Businesses will probably soon discard the old method of adopting a school for the short term in favor of partnerships with lasting, wider impact."

—Meredith Ludwig

Survey respondents are concerned that while program activity is high and legislatures reform-minded, there may not be the accompanying resources to meet the public's or the project organizers' expectations.

For business, the old methods of adopting a school for the short term are probably going to be discarded in favor of partnerships with lasting and wider impact, Ludwig said, pointing to projects such as the Panasonic Foundation effort to provide technical assistance for 5- or 10-year periods to school districts. The Bush Administration has also proposed that the next move for business will be the establishment of pilot schools, outlined in his *America 2000* proposal.

"It will be important to see whether, in its new partnership role, business will rely on the traditional source of research and knowledge of best practices—the colleges and universities—or develop its own resources and experts," Ludwig said. ▲

Ensuring access and opportunity

A 1990 report on Ph.D. shortages by the National Research Council noted that non-Asian minorities and women are severely underrepresented in doctoral education. The 765 Ph.D.s earned by African Americans in 1987 represented 3.4 percent of the total awarded to U.S. citizens and 2.4 percent of total doctorates awarded by U.S. institutions. Yet African Americans make up almost 12 percent of the population.

Hispanics, who make up 6.5 percent of the population, received 2.8 percent of the doctorates awarded in 1987. Women and Asians were underrepresented in selected fields.

Yet by the year 2000 a dramatically large percentage of college-age students will be minorities. Clearly these students need role models in the classroom.

In addition, university faculty are affected by a major demographic shift in the American population—the "graying of America," as *Newsweek* labeled it. The Census Bureau reports that half of all Americans will be at least 55 years old at the turn of the century.

This means that by the same time, according to a Carnegie study, retirements will exceed the numbers needed to sustain an age-balanced work force.

The issues are related because it seems logical that introducing more minorities and women into the faculty pipeline will assist in filling the slots left vacant by retiring faculty.

"In view of the tasks ahead, getting more minorities into classrooms and administrative positions is just the tip of the iceberg."

—Susan Studds

AASCU's Center for Educational Opportunity and Achievement works to ensure educational opportunities for students from minority and disadvantaged groups and promotes opportunities for underrepresented groups in faculty and administrative positions.

The Center's Faculty for the Future Project provides a national network to help institutions recruit promising graduate students and outstanding junior faculty into terminal degree programs and faculty careers. The project works to fill the shrinking pool of qualified faculty on the nation's campuses, especially encouraging underrepresented groups to work toward advanced degrees.

Another project, the Talent Bank, helps member institutions identify and recruit qualified minority and women candidates for faculty and administrative positions by maintaining a list of professionals who wish to be considered for such positions at AASCU institutions.

The Center's new director, Susan Studds, says these issues are related to many others on college campuses—such as the perceived conflict between equity and quality, the need to diversify the curriculum, and racial intolerance.

A grant from the W. K. Kellogg Foundation funded a three-year project, the Academic Leadership Academy, that involves another area of concern: getting more minorities and women into senior administrative positions on campuses. A major role of the Academy is to prepare academic officers to respond to the changing needs and demographics of academic institutions as they move into the 21st century.

Coordinated by Monet Daniels, the Academy held an orientation seminar in the spring in Washington, D.C. Seminars on leadership issues will follow. Fellows, as the participants are called, are assigned a mentor and exposed to advice and information from leaders concerned with the advancement of higher education.

"We are taking these campus climate issues on a little at a time," Studds says. "Getting more minorities into classrooms and administrative positions is just the tip of the iceberg." ▲

ALA Fellows Julius Harrington and Karen Boubel compliment California Congresswoman Maxine Waters on her speech at the first ALA conference, last June in Washington, D.C.

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Collaborating for community development

"Before forging partnerships, it's essential that institutions look honestly at past experiences and weigh the expectations and realities against the risks."
—Lynn Witten

Public school reform, economic development, unemployment, literacy, global competition—these issues are being addressed not only by think tanks and governments but also by collaborations between business and education.

To assist communities in forging these linkages, AASCU's Center for Economic and Community Development produced two publications and has begun a national project with the assistance of an Exxon grant.

"AASCU has actively promoted the creation of partnerships between higher education institutions, businesses, government entities, labor organizations and economic and community development agencies to foster economic expansion and improve the quality of life in communities throughout our country," Center Director Lynn Witten said.

The Center helps and encourages AASCU institutions become leaders in developing and forming partnerships with external groups and acts as a clearinghouse for information and assistance.

One of the publications, *An Executive Introduction to Opportunities in Economic and Community Development*, introduces presidents and chancellors to the risks and rewards of higher education-economic development alliances. *Community and Regional Partnerships in Economic and Community Development: A Guide for Higher Education and Community Leaders* outlines a planning process for AASCU institutions to help them design, implement or evaluate successful activities.

The two publications were written to help institutions assess the costs and benefits of partnerships, explore the options for involvement, and develop appropriate programs. Both publications direct institutions in examining the interest and willingness of faculty and staff to participate, the resources available, the desire an institution has to improve its image in the community, and the ability and desire to increase its outside funding.

"Most AASCU institutions have had some experience in local and community development, but it's essential that before forging ahead, the institutions look honestly at the past experiences and weigh the expectations and realities against the risks," Witten said.

It would be risky, for instance, to commit staff and resources to a community development project at a time the institution is facing shortages of either. Failing to deliver expected service to the community would hurt town/gown relationships and could frustrate future efforts.

The funding from Exxon's Educational Foundation paid for Witten and specially trained consultants to help eight member institutions initiate the process of designing, implementing and evaluating economic and community development activities on their campuses.

Participating institutions include Bloomsburg University of Pennsylvania, Western Carolina University (N.C.), Northwestern State University of Louisiana, Shawnee State University (Ohio), Kean College of New Jersey, Murray State University (Ky.), Chadron State College (Neb.) and State University of New York, College at Brockport.

"Unfortunately there is no 'cookie cutter' approach to determining an institution's appropriate role in economic and community development," Witten said. "Public colleges and universities reflect the great diversity of neighborhoods, communities and states in which they are located and which they serve. Each region has its own economic and community development needs, and its own ways of addressing those needs, and each college or university has its own expertise and mission.

"Complicating matters further, involvement in economic or community development requires higher education institutions to initiate new activities on campus at a time when in some cases state budget cuts make maintaining the status quo difficult."

It's a catch-22, she said, because economic downturns necessitate new and different approaches to community problems, which business and education could work together to address.

Witten said with all of the roadblocks, the task of linking business and education for community development is not insurmountable and is rewarding and necessary. ▲

Spreading the net

With strong international development projects and a presidential mandate, AASCU continues to foster internationalization of its campuses.

AASCU President James B. Appleberry said campus internationalization is one of five crucial challenges on the horizon for Association members.

"If this country expects to compete in the world market and be respected in world culture, we must have well-educated, well-disciplined brainpower," Appleberry said.

State colleges and universities must internationalize quickly to prepare the nation to compete and cooperate with all nations, he said, stressing the need for campuses to link with the rest of the world. "We are behind many other countries now in language development, cultural awareness and the knowledge of how to cooperate and compete with other cultures," he said.

AASCU's Office of International Programs (OIP) has taken significant steps toward this goal. It convened the second in a series of AASCU fall conferences on internationalizing campuses and curricula in Washington, D.C., October 4-5.

Conference topics included *Education Needs and Opportunities in China*. The featured speaker was Xie Qigang, minister counselor for education from the Chinese Embassy. Appleberry represented AASCU.

St. Cloud State University President Brendan J. McDonald profiled the Minnesota State University System campus in Japan.

Other topics included removing barriers to internationalizing campuses in isolated locations, international understanding through the computer, the role of English as a second language in an international curriculum, fostering university cooperation with the Agency for International Development, internationalizing the campus and curriculum with few resources, travel study for adult learners and faculty development, and using telecommunications to internationalize curricula.

If we expect our nation to compete in the world market, we must have well-educated, well-disciplined brainpower.

OIP also focused on an area where AASCU campuses are typically underrepresented: minority student opportunities to study abroad. This activity was coordinated by OIP Senior Consultant Robert Bailey.

Bailey, a professor at the University of Wisconsin-River Falls, is not new to AASCU. He worked as an AASCU Senior Consultant in fall 1989 developing and bolstering travel abroad programs for histori-

cally and predominantly black colleges and universities.

This year Bailey spread his net to include all AASCU institutions, while still focusing on underrepresented groups—especially minorities, the physically challenged and low-income students—and establishing program sites in underrepresented regions of the world, in Africa and South and Central America.

Bailey said that these groups include some not typically thought of as underrepresented, such as men and science majors. Bailey discussed his project at AASCU's fall conference.

OIP also guided projects to involve faculty and students in international issues.

AASCU, along with the East West Center, the University of Hawaii and the American Association of Community and Junior Colleges, sponsored the Asian Studies Faculty Development Institute this summer in Honolulu, Hawaii. Sixteen AASCU institution faculty members attended.

OIP administered 15 scholarships in Chinese language studies. The program was funded by the Taiwan government and held at the National Taiwan Normal University's Mandarin Training Center in Taipei.

OIP played a role in helping revise key federal international program legislation proposals.

They wrote international program reauthorization proposals for the Higher Education Act. AASCU's Office of Governmental Relations and two international studies representatives from the University of North Carolina at Charlotte and Grambling State University (La.) assisted.

The proposals would guarantee a fixed portion of total federal international education funding for undergraduate programs.

Two- and four-year colleges have important contributions to make in advancing foreign language, area studies and world affairs, AASCU Vice President for International Programs Robert Leestma said.

The rising national need for the kind of expertise that international programs promote is all the more acute in today's rapidly changing world, he said, and the ever-shifting economic and political challenges to the United States in the coming years demand that international programs be improved and expanded. ▲

Hands across the water

The past year was a time of dramatic global change—the liberations in Central and Eastern Europe, the war in the Persian Gulf and an emerging new order in the Soviet Union. In this new environment the U.S. Agency for International Development (AID) challenged AASCU and other national higher education associations to form a vehicle to channel resources into relationships with universities abroad and to begin projects addressing developmental issues.

Building on partnerships in agriculture as well as such fields as health, environment, education, management, business, literacy, political science and community development, for example, representatives from AASCU-member institutions were asked to help establish the Agency Center for University Cooperation in Development.

AID was interested in what colleges and universities had on their agendas, what plans they had to internationalize campuses and programs, and how these could best mesh with AID needs and projects in the United States and abroad.

"AASCU is committed to making the Agency Center a significant venture, assisting AID and the higher education community in the United States and abroad to work in new ways for mutual benefit," said Gail Hochhauser, director of the AID/AASCU Linkages Program.

AASCU representatives involved with the Center include Hochhauser, William Dorrill, president of Longwood College in Virginia, and Maurice Harari, director of international education at the California State University, Long Beach.

The Linkages Program, which ends in December after four years, sought to develop the capacity of non-land-grant colleges of agriculture to work internationally.

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Removing the hurdles

"A life in the military creates barriers to conventional higher education. SOC helps remove these barriers."

—Steve Kime

A life in the military creates barriers to conventional higher education. Soldiers and their families move frequently. College and university residency requirements often don't recognize soldiers' unique status. Academic credits often don't transfer. Specialized military training is often not given its academic due. Even commuting to class can become an insurmountable hurdle for an off-duty soldier.

A unique civilian-military partnership under AASCU's umbrella, Servicemembers Opportunity Colleges (SOC) lowers and in some cases removes these hurdles, educating American servicemembers for a brighter, more effective military.

SOC was founded in 1972-73 by AASCU and the American Association of Community and Junior Colleges in cooperation with 12 other higher education associations with financial support from the Carnegie Corporation, the Fund for the Improvement of Postsecondary Education, and the U.S. Departments of Defense and Education.

Over 900 colleges and universities participate in SOC, which makes college credit courses available to servicemembers and their families on more than 500 military installations in the United States and overseas.

SOC institutions are guided by three principles: servicemembers should share in the higher education opportunities available to all citizens; military educational programs should be provided by appropriately accredited institutions and organizations; and higher education institutions should maintain flexible programs and procedures for admissions, credit-transfer, course scheduling and format, residency, and recognition of other applicable learning. SOC has developed a framework of criteria and other guidelines to ensure these principles will be followed effectively.

"SOC also coordinates a far-reaching program of bachelor's degrees, associate degrees, certificates and diplomas for Army and Navy personnel. In the programs, colleges agree in advance to accept each other's courses in transfer, and they guarantee transfer between associate and bachelor levels," SOC Director Steve Kime said.

In the associate degree plan for the Army, more than 100 civilian degree-granting institutions are linked to offer courses on more than 270 Army installations worldwide. Sixty-seven colleges and universities participate in the Army's bachelor degree program.

The associate degree program for the Navy involves more than 50 colleges and universities providing instruction to more than 100 Navy installations, while some 35 colleges and universities support its bachelor's degree program.

SOC has initiated an outreach program program for the Army National Guard to encourage citizen-soldiers to earn college credentials and help them get credit for their military and other educational experience. Nearly all of the SOC institutions support the project.

This year SOC expanded a program that aims to have servicemembers admitted to college when they enlist in the Army with actual enrollment deferred until after military service. Launched last year on a trial basis in the Northeast and Southeast, the Concurrent Admissions Program (ConAP) currently involves 534 four-year and two-year colleges and has resulted in over 5,500 Army recruits applying for admission to college. With the program's expansion to nationwide status this year, some 1,700 additional regionally accredited colleges have been invited to participate.

ConAP should increase college enrollment of veterans and their use of GI Bill education benefits. Most soldiers have high potential to be successful college students. For example, 97 percent of new soldiers are high-school diploma graduates, 78 percent score above the mean on the nationally based Armed Forces Qualification Test, and 94 percent enroll in the Montgomery GI Bill for education benefits ranging from $9,000 to $25,200. ▲

Helping institutions find funding

An $18,000 grant from the Diabetes Research and Education Foundation is funding research by a Wright State University pharmacology professor that will improve treatment for the disease. He learned of the grant through AASCU's Office of Federal Programs (OFP) GrantSearch data base.

At Ball State University (Ind.) (BSU), faculty areas of interest are matched with grant funding agency listings in OFP's grants information data base, and distributed through an on-campus computer program that monitors faculty interest. "We average about 1,000 'hits' a month," says BSU's director of research and sponsored programs, Jim Pyle. "Hits" are perfect matches between available funding and faculty projects. "It places so much information in the hands of the faculty," Pyle said. An OFP subscriber since 1984, he said the university's funding had significantly increased in the last few years.

Gerald Stacy, now graduate dean at Central Washington University, said OFP had helped increase grant funding at Indiana University of Pennsylvania from $1.9 to $6.7 million while he was director of research there. "We have achieved this increase largely because OFP programs provide us with the information to let our faculty know what federal programs they can apply for," he said.

OFP is a grants information and technical assistance service available to members of AASCU and of the National Association of State Universities and Land-Grant Colleges (NASULGC), that helps institutions increase external funding. Supported by annual fees from participating institutions, OFP's staff produce publications, monitor and identify grant opportunities and provide personal assistance to help subscribers improve their access to grants information and strengthen their relationships with external funding agencies.

Campuses use OFP services in a variety of ways. Wright State's Research and Sponsored Programs Office has designed a newsletter using contents from the electronic mail version of OFP's newsletter highlighting grant opportunities and developments that might affect the availability of funds.

OFP also publishes *Deadlines*, a monthly report drawn from the GrantSearch data base displaying information on programs whose deadlines loom within three months.

"We think the most important feature of OFP is the close working relationship that usually develops between the Washington office and participating institutions throughout the country," OFP Director Dean Kleinert said.

OFP staffers not only identify funding sources and make sure campuses get updated information, they also visit campuses to brief faculty and administrators on the availability of funding opportunities and issues.

A new computer network installed at AASCU this year has increased OFP's efficiency and extended its electronic mail capabilities. The computer data base now accommodates more information, and information reaches subscribers more quickly. ▲

"The most important feature of OFP is the close working relationship that usually develops between the Washington office and participating institutions."
—Dean Kleinert

A gift of model communication

A higher education staffer in Washington, D.C., working late on a weekend, can send the latest Capitol Hill news to 50 university presidents before they read it in the newspaper. A researcher who needs a quick response from a select number of institutions culls the information and assembles a survey in an afternoon. Information from both sources can be sent directly to an association committee, saving precious mailing and meeting time.

This efficient communication system has been achieved at AASCU with the help of Digital Equipment Corporation. Digital and AASCU are exploring innovative ways to use technology to improve AASCU's productivity, communication and service to its members.

With a $1-million grant from Digital, AASCU will create a local area network at its D.C. headquarters and a nationwide computer network for AASCU representatives in all 50 states.

AASCU's Purposes, Policies and Priorities Committee and Office of Research are also linked to the Association via computer network.

The network will serve as a model for computing in large, geographically dispersed educational organizations.

Digital installed a computing system that integrates desktop with data center computing and provides 60 personal computers for the office staff, a VAX 4000 computer system, work stations, printers, modems and software.

In addition, Digital and AASCU launched a pilot program connecting AASCU's 54-member Council of State Representatives via computer conference. Through the Western Behavioral Sciences Institute in La Jolla, Calif., AASCU created the computer conference using Digital's VAX Notes software. Council members hold ongoing discussions, access data, and receive up-to-date information from AASCU at their offices or homes, using modems connected to personal computers. ▲

Financial Report

This report describes the financial status of AASCU as of June 30, 1991. The overall AASCU budget remains consistent with past fiscal years. AASCU continues to diversify its reliance on membership dues, and contract and grant income now represents 39.1 percent of association revenue. Personnel costs are the largest expense category, comprising 54.0 percent of association expenses. In June, AASCU purchased a unit in Somerset House as residence and activity site for the president. Revenue from the expected sale of AASCU House will be deposited into the permanent reserve.

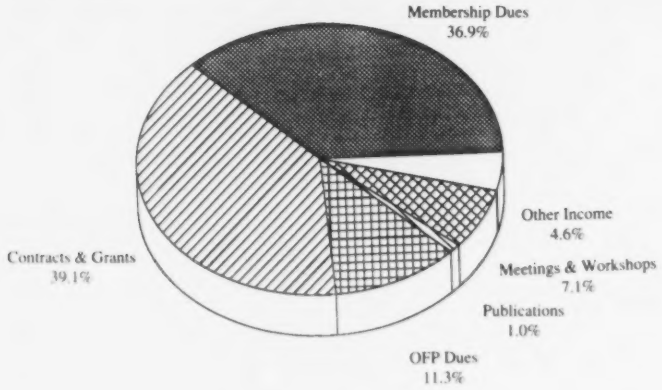
Statement of Revenue & Expenses

	FY 90	FY 91
Revenue:		
Membership Dues	$1,835,199	$1,957,433
Contracts & Grants	$2,087,023	$2,075,380
OFP Dues	$ 562,547	$ 597,570
Publications	$ 16,286	$ 54,191
Meetings & Workshops	$ 295,463	$ 376,648
Other revenue	($57,449)	$ 242,839
Total revenue	$4,739,069	$5,304,061
Expenses:		
Salaries & Benefits	$2,398,103	$2,793,057
Office Rent/Operations	$ 805,600	$ 780,251
Printing/Publications	$ 422,788	$ 403,164
Travel	$ 248,976	$ 382,515
Consultant Fees & Stipends	$ 272,864	$ 228,011
Meetings & Workshops	$ 182,257	$ 231,199
Other Expenses	$ 349,713	$ 356,682
Total Expenses	$4,680,301	$5,174,879
Excess of Revenue over Expenses	$ 58,768	$ 129,182

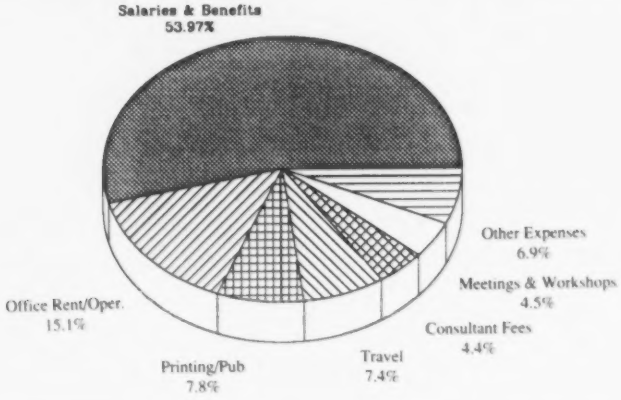
*Includes a loss on sale of investments during FY 90

Balance Sheet	FY 90	FY 91
Assets		
Current Assets	$1,957,036	$2,499,914
Property, Equipment, AASCU House	$ 773,357	$1,225,313
Investments	$ 364,975	$ 366,102
Other Assets	$ 99,427	$ 118,987
Total Assets	$3,194,795	$4,210,316
Liabilities		
Current Liabilities	$1,184,284	$2,031,829
Non-Current Liabilities	$ 17,943	$ 32,695
Total Liabilities	$1,202,227	$2,064,524
Fund Balances		
Total Fund Balances	$1,992,568	$2,145,792
Total Liabilities & Fund Balances	$3,194,795	$4,210,316

Revenue



Expenses



Contracts & Grants Awarded in Fiscal 1991

Grantor	Amount	Period		
American Association of State Colleges of Agriculture & Renewable Resources	$ 1,160	Apr./'91	—	June/'92
Agency for International Development	$ 184,648	Oct./'90	—	Sept./'91
American Council on Education	$ 25,000	Jan./'91	—	Dec./'91
Department of Education	$ 3,000	July/'90	—	June/'91
Department of Defense	$1,829,323	Oct./'90	—	Aug./'91
Exxon Education Foundation	$ 20,000	Sept./'90	—	Oct./'91
W.K. Kellogg Foundation	$ 221,912	April/'91	—	March/'92

AASCU Capital Fund

AASCU is a majority shareholder and administrator for the AASCU Capital Fund. Capitalized on August 1, 1990, the Fund is managed by Kidder Peabody Asset Management, Inc. Through the pooling of assets, it is designed to provide the advantages of a professionally managed fund to AASCU and member institutions.

Cumulative Quarterly Performance
(Percent)

Quarter Ended	AASCU	S&P 500	Common Fund South Africa Free
9/30/90	(10.16)	(13.67)	(21.16)
12/31/90	3.32	(5.98)	(13.66)
3/31/91	29.77	7.67	0.87
6/30/91	29.19	7.43	0.20

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Alabama A&M University
C. C. Baker, Interim President
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Harold J. McGee, President
Jacksonville State University
Asa N. Green, President
Livingston University
Jack Hawkins, Chancellor
Troy State University
Frank A. Franz, President
University of Alabama in Huntsville
John Stewart, President
University of Montevallo
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University of South Alabama

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University of Alaska Anchorage
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Northwest Missouri State
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Marshall Gordon, President
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University
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Phone 202/293-7070 ■ Fax 202/296-5819

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